DOCUMENT RESUME

ED 195 751 CE 027 370

TITLE	Demonstration Project in Career Development, Grades K-10. Final Report, July 1, 1979-June 30, 1980.
INSTITUTION	Cincinnati Public Schools, Ohio.
SPONS AGENCY	Ohio State Dept. of Education, Columbus.
PUB DATE	80
NOTE	64p.: Not available in paper copy due to light print.
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Career Awareness: *Career Development: *Career Education: Career Exploration: Career Planning: Curriculum Development: *Demonstration Programs: Elementary Secondary Education: Goal Orientation: *Inservice Teacher Education: *Integrated Activities: Program Effectiveness: Program Evaluation: Program Implementation
IDENTIFIERS	Ohio (Cincinnati)

ABSTRACT

This document contains the final report of a demonstration project in career development for grades K-10 in Cincinnati Public Schools. The first section consists of tables describing activities in terms of level of activity, participants, objectives addressed, evaluation, and outcomes of the objectives. Part 1 of the second section, Evaluation Procedures and Results, describes statistics concerning project activities by the three project components: (1) career motivation--grades K-6, (2) career orientation--grades 7-8, and (3) career exploration--grades 9-10. Field trips, resource speaker presentations, student exploration experiences, and teacher inservice training are discussed in terms of procedures and results. Part 2 presents program outcomes pertaining to specific objectives reported separately for each of the three components. A final section discusses program coordination (inservice education, curriculum development, career guidance, sex role stereotyping and bias, handicapped and disadvantaged), program advisory committee, and program dissemination. (YLB)

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FINAL REPORT

12/29/80

Title of Project: Demonstration Project in Career Development Grades K-10

Applicant Organization: The City School District of the City of Cincinnati

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Duration of Activity: July 1, 1979 - June 30, 1980

Purpose of Grant or Contract: Foster Career Development as a pervasive element in the total educational program for Cincinnati Public School pupils, grades K-10.

Use of Funds: Expand Career Development into a third major attendance district and continue Career Development in two major attendance districts.

Implementation $ 121,125.00
Continuation $ 131,510.00

Total State Funds Requested: $ 252,635.00

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Abstract

1. Statement of Need

The Cincinnati Board of Education, by formal resolution, adopted Career Education as a major goal of the Cincinnati Public Schools. Project funding has encouraged steady progress toward this goal over a nine-year period. Two large high school attendance districts have been funded for Career Education for at least two years. Another is partially funded from a different source. Our application requested expansion into the 8,075+ attendance area of the Withrow High School.

2. Statement of Objectives

a. To train staff in integrating career development concepts into the instructional program.
b. To develop curriculum guides integrating career development concepts into the instructional program.
c. To involve students in experiences designed to facilitate their career development in the manner of the State of Ohio Model.

3. Description of Activities

Activities included new or modified curricula, in-service education on the seven developmental areas, exchange of techniques on implementing career education concepts, involvement of non-project supervisors and administrators, process evaluprogram coordination, use of community resources, advisory groups, communication with personnel in the entire system through "regular" channels as well as project documents, media, and meetings.

4. Techniques of Evaluation of Objectives

The project evaluation design focused on the stated job objectives for each component. Techniques utilized in conducting the evaluation included a survey of project staff members, a survey of exploration students, administration of test containing cognitive and affective items within each component, and the use of locally developed tests with a specific grade level. The project was evaluated also through its participation in P.R.I.D.E. this year.

5. Contribution to Education

The contribution to education of this project is the expansion of career development concepts and methods into the entire Cincinnati District, with consequent improvement in pupil motivation, instructional procedures and relevant curricula. Teachers gained in skills necessary to effect instruction of career education concepts through participation in in-service training sessions. Students benefited from the exposure to careers through participation in field trips, explorations and discussions with resource speakers.

6. Findings and Recommendations

The data collected indicate a very active and thorough implementation of project activities in schools and that most project objectives were met. There is a continuing need for teacher in-service sessions on career education concepts and a need for additional emphasis on exploration experiences for students in Grade 10.

Narrative

1. Statement of Need and Purpose:

The needs of Career Development in Cincinnati are both obvious and subtle. The obvious need is that recognized by the State Department of Education for modest funding which will provide a few "extras" to staff who wish to make their classes more than a sit-down, paper, pencil, and spirit duplicator experience. The need for "hands-on" experiences (especially with urban pupils) is no mere cliche. The needs for exchange of ideas and techniques among interested staff, for sequenced concepts as in the seven developmental areas, for local curricula infused with career concepts, and for resources such as program supervision, or guidance materials and surveys are also obvious and undisputed.

There are also subtle needs which can be summarized as a general need for organization of and support for an educational program which maintains appropriate emphasis on real people preparing for significant lives in a real world. Career education is not the only voice calling for this appropriate empahsis. It has allies in advocates of economic literacy, living skills, consumer education, computer literacy, "self" psychology, counseling and guidance (to name a few). However, Career Education adds a broad perspective, organization, and important elements of rationale which the educational community sorely needs.

This will be the tenth year that Cincinnati has implemented a specific funded project in career education. In the past ten years, career education has been included, in concept and by name, in every Cincinnati curriculum manual. Teachers and principals who have undergone intensive training in the past are now widely distributed throughout the system.

In-service meetings and workshops held by project staff are frequently attended, voluntarily, by non-project staff. Some of the "expert" local resources on Career Education are not even in project schools. For example, the Cincinnati Public Schools has a Leadership Development Program in which future administrators must devise and organize practical programs to show their capabilities. One of the outstanding programs this year was developed by a teacher on the subject of "Implementing career materials into a college preparatory program." The teacher is not in a project school. On the other hand her principal was formerly one of the outstanding Career Development proponents, and has instituted many of the Career Developments concepts in his non-project high school.

Grades K-10 in the Cincinnati Aiken sub-district have been part of a state-wide Career Development project since 1972-73. Evaluation (both process and product) has shown real progress toward achievement of goals in this district. The Robert A. Taft attendance district was added in 1977-78. The Withrow district was added in 1979-80.

It is important not to lose momentum in the funded sub-districts. It is important to have Career Development become expected, desired and "habitual" on the part of staff.

It is also important that the remaining sub-districts be funded as soon as possible so that all students in the Cincinnati city district receive full benefits.

Goals, Objectives, Activities, Evaluation, Results

A. [X] MOTIVATION B. [ ] ORIENTATION C. [ ] EXPLORATION

[ ] 1. Teacher [ ] 2. Administrator [ ] 3. Counselor [ ] 4. Parents & Community [X] 5. Students

OBJECTIVE: #1 While observing simulated and real careers, pupils will be able to select from a list of school subjects those they observed being utilized in the careers and provide examples of how they were utilized.

DESCRIPTION OF MAJOR ACTIVITIES	EVALUATION OF ACTIVITIES	OUTCOMES OF OBJECTIVES
A naturalist visited the classroom and presented a slide show on animals and plants. He discussed his job responsibilities.	Students saw the relationship of this occupation to science.	An awareness that careers do exist in an urban setting such as a naturalist.
Students operate a store which provides services for the school's student population. Each store clerk is given an hour's orientation. Their responsibilities include: arriving to work on time, collecting money and making change, organizing products in an attractive manner, making posters, being pleasant to patrons, helping adult supervisor estimate product needs, and complete an end of the day account form of monies collected that day.	Students began to develop more skills in exchanging monies. Students began to become more skilled in developing rapport with patrons.	From this activity students were able to better understand the relevancy of mathematic and art.

DESCRIPTION OF MAJOR ACTIVITIES	EVALUATION OF ACTIVITIES	OUTCOMES OF OBJECTIVES
A treasure trunk was developed containing hats, accessories, fun-pretend items such as, a camera, doctor's bag, a chef's hat, tool belt and so on. The trunk was introduced to students with the idea of "using your imagination". Two filmstrips were shown ("You Can Be Anything" and "Think About Your Future"). The trunk was then explored by using role-playing and guessing game techniques. An art project followed which allowed students to select an occupation and tell about the job requirements.	Students began to develop activities that could utilize the contents of the trunk. Students also began to collect appropriate items to increase the contents of the treasure trunk	Career Education was infused into the language (oral) arts curriculum and the arts program.
Using the activity materials "Colors Around Me/Colors Around Us", students extended the concepts contained in the materials by taking pictures of each other.	Students began to express interest in others by asking questions about family and friendships.	This activity enhanced the social studies curriculum (citizenship).

(Continued). #1

DESCRIPTION OF MAJOR ACTIVITIES	EVALUATION OF ACTIVITIES	OUTCOMES OF OBJECTIVES
Individual classes were motivated by a teacher planned general school assembly program which highlighted "Brotherhood" and "Martin L. King" observances. Classes, small groups and individual students planned and presented creative projects on famous Americans and their occupational contributions to society. Students also showed how they would make positive contributions to society. Students wrote songs completed art related activities, performed a play, recited poetry and played instruments.	Volunteer participation in this project was quite high.	Social Studies, art, music, and language arts related this career project.

2. Program Objectives, Activities, Evaluation, Results

A. [X] MOTIVATION B. [ ] ORIENTATION C. [ ] EXPLORATION

[ ] 1. Teacher [ ] 2. Administrator [ ] 3. Counselor [ ] 4. Parents & Community [X] 5. Students

OBJECTIVE: #2 Students will identify the importance and interdependence of many kinds of work, ways in which this work contributes to the community, and why people work.

DESCRIPTION OF MAJOR ACTIVITIES	EVALUATION OF ACTIVITIES	OUTCOMES OF OBJECTIVES
As a part of a health activity, students were weighed and measured. They discussed the occupations that served people. Pupils were allowed to operate the scale and measuring rod equipment. "All About Me" booklets were made by students. They included topics on what occupations they liked themselves.	Students periodically weighed and measured themselves as a result of this activity.	Resource speakers and films were shown in the health cluster.
"Who Brings Your Christmas Mail" was the topic for a bulletin board. A mailman, holding a Christmas card motivated students to understand how community helpers serve the neighborhood.	Other public service occupations were studied and a bulletin board was made for each.	Additional Career Education resources were collected to develop the curriculum.

(Continued). #2

DESCRIPTION OF MAJOR ACTIVITIES	EVALUATION OF ACTIVITIES	OUTCOMES OF OBJECTIVES
A Career Dress-up Day was a part of a three day plan to culminate this year's activities. Students dressed up in various occupations (businessman, ballerinas, roller skater, boxer), and paraded around the exterior of the school. Recognition was given to some students who showed a great deal of creativity in their dress-up character.	Photographs were taken and students were excited about posing for photos.	Plans have been made to improve and extend this years Career Dress-up Day for next year.

Program Objectives, Activities, Evaluation, Results

A. [X] MOTIVATION B. [ ] ORIENTATION C. [ ] EXPLORATION

[ ] 1. Teacher [ ] 2. Administrator [ ] 3. Counselor [ ] 4. Parents & Community [X] 5. Students

OBJECTIVE: #3 School attendance, and work habits well improve.

DESCRIPTION OF MAJOR ACTIVITIES	EVALUATION OF ACTIVITIES	OUTCOMES OF OBJECTIVES
A "School Day" was held to stress ideals of the school; respect, courtesy, responsibility, good work habits, friendliness, neatness of appearance, and good citizenship. Students were encouraged to wear school T-shirts, wear school colors learn school song and make school banners.	Most students participated in the School Day activity. Teachers, career personnel and administrator helped plan and promote "School Day".	School spirit was improved as a result of this activity.
-Many bulletin boards were creatively displayed to emphasize good work habits.	From observation students stopped to read the message on the board.	
-Students planned a luncheon as a culminating actitiy for a unit on nutrition. Students had to plan the menu, understand the job description of the workers responsible for maintaining the luncheon operation. They invited the principal of the school as well as the mayor of the city. Good work habits and attendance were stressed	Students successfully served a nutritious meal.	Students felt proud of their planning and hard work efforts.

2. Program Objectives, Activities, Evaluation, Results

A. [X] MOTIVATION B. [ ] ORIENTATION C. [ ] EXPLORATION

[X] 1. Teacher [X] 2. Administrator [ ] 3. Counselor [X] 4. Parents & Community [ ] 5. Students

OBJECTIVE: #4 Teachers and principals will indicate improved knowledge of Career Motivation goals and desired learner outcomes, especially those emphasized in in-service training.

DESCRIPTION OF MAJOR ACTIVITIES	EVALUATION OF ACTIVITIES	OUTCOMES OF OBJECTIVES
Various in-service activities.	Refer to Appendix H.	Evaluator's Report
Staff survey form.	Refer to Appendix F.	Evaluator's Report
Student store was opened and operated by students for an evening P.T.A. meeting. The Seven Developmental Areas with pictures and examples of each area showing how Career Education is infused into the curriculum was on display. Copies of "Helping Children Make Career Plans" was available for parents.	Parent volunteered their time to serve as resource people, to share their job responsibilities.	Parents voiced positive opinion about Career Education being a necessary part of the curriculum.
Update to teachers - "Career Corner Chatter" was a method used to collect and provide suggestions on a monthly basis on enriching the curriculum with career activities.	Teachers did provide suggestions and borrowed career resources.	Increased knowledge about the Seven Developmental Areas.

2. Program Objectives, Activities, Evaluation, Results

A. ☐ MOTIVATION B. [X] ORIENTATION C. ☐ EXPLORATION

☐ 1. Teacher ☐ 2. Administrator ☐ 3. Counselor ☐ 4. Parents & Community [X] 5. Students

OBJECTIVE: #1 Pupils will become oriented to occupational opportunities in each of the fifteen (15) USOE occupational clusters as they relate to the subject instructional areas.

DESCRIPTION OF MAJOR ACTIVITIES	EVALUATION OF ACTIVITIES	OUTCOMES OF OBJECTIVES
Career Education Fair - 500 students entered projects in their various subject fields for an "open house" evening on May 29. Many projects included career oriented subjects; i.e., graphics in Math, Cartography, Model building, World of Construction, Home-making, serving crafts, Art and Science.	Number of students entering the fair.	Students independently produced projects.
"Real World Magazine" Used with 8th. grade classes. Articles: 1) What Is Inflation & What Can You Do About It? 2) Be Your Own Boss in the Printing Business 3) How To Buy & Use a Tape Recorder? 4) Health Care Will Be a Big Field in the 80's 5) Women in Sports Are Still Far From Equal 6) Job Safety Should Be Everybody's Concern 7) Tool & Die Makers Can Find Work Anywhere 8) Vista Volunteers Do Very Vital Work 9) Jackson Browne-A Legend in Rock	Questions at end of article, discussion	How Career Education relates to school subjects.

(Continued). #1

DESCRIPTION OF MAJOR ACTIVITIES	EVALUATION OF ACTIVITIES	OUTCOMES OF OBJECTIVES
Marcia Goldsmith - Journalist and Public Relations, works weekly with creative writing class on editorial work, public relations, etc.	Teacher observation, students writing more.	Class produced school newsletter.
Career Days - Resource Speakers representing the 15 clusters talked with students about their careers.	Student evaluations	"Real-life" examples of school subject need for certain careers.
Career Education Corner in the lunchroom every Wednesday. A different person with a different career was stationed in the lunchroom during the lunch period. This person had information about his/her career that was passed out to interested students.	Student evaluations	"Real-life" examples of school subject need for certain careers.

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DESCRIPTION OF MAJOR ACTIVITIES	EVALUATION OF ACTIVITIES	OUTCOMES OF OBJECTIVES
Content Reading/Career Development study guides. e.g. of Guides. A. School Subject: Reading Study Guide: Bill Cosby Career Appendix: Professional Entertainer, Actor, Reader B. School Subject: Science Study Guide: Do You Belong In A Zoo? Career Appendix: Zoologist C. School Subject: Social Studies Study Guide: Wildlife-Biologist Career Appendix: Biologist	Completion on Study Guide	Improved reading score.
The cluster series has been placed in each 7 & 8 grade school distributed according to the assigned subjects.	To this point mandatory use of the booklets and check charts has not been implemented, but voluntary use is good.	Increased use of the series.

2. Program Objectives, Activities, Evaluation, Results

A. ☐ MOTIVATION B. ☒ ORIENTATION C. ☐ EXPLORATION

☐ 1. Teacher ☐ 2. Administrator ☐ 3. Counselor ☐ 4. Parents & Community ☒ 5. Students

OBJECTIVE: #2 Pupils will be able to demonstrate growth in the following developmental areas:
a) Self b) Individual and Environment c) World of Work d) Education and Training
e) Economics f) Decision Making g) Employability and Work Adjustment Skills

DESCRIPTION OF MAJOR ACTIVITIES	EVALUATION OF ACTIVITIES	OUTCOMES OF OBJECTIVES
Participating in Project Business Program	Pre/Post Test	Increased knowledge of the Free Enterprise System
Student participated in mock interviews.	Evaluation of the interview	Knowledge of "Do" and "Don'ts" when going on an interview.
Use of the MSI program. Student studied the areas of self employability and employers wants.	Reports, teacher made test	Completion of assigned tasks.
Use of the 7 C.O.G. Units. There is a student workbook dealing with each of the 7 developmental areas.	Pre/Post Test	Growth in each developmental area.
The 7 Developmental Areas utilized at K-6 have continued emphasis in grades 7-8 through use of the Career Orientation Activities. Subject — Developmental Areas Mathematics - Economics, Decision Making Science - Self and Environment Industrial Arts & Social Stud. - World of Work, Self English Counseling - Education & Training, Employability & Work Adjustment	Pre/Post Test Observation - Discussion	Growth in each developmental area.

2. Program Objectives, Activities, Evaluation, Results

A. ☐ MOTIVATION B. ☒ ORIENTATION C. ☐ EXPLORATION

☐ 1. Teacher ☐ 2. Administrator ☐ 3. Counselor ☐ 4. Parents & Community ☒ 5. Students

OBJECTIVE: #3 Pupils will be able to identify specific careers which support normal everyday life activities, and the importance of these careers to each other and to society.

DESCRIPTION OF MAJOR ACTIVITIES	EVALUATION OF ACTIVITIES	OUTCOMES OF OBJECTIVES
The "World of Construction" and the "World of Manufacturing" as well as the McKnight series in Home Economics (developed in Cincinnati) provide strong experience-centered instruction in the clusters of Construction, manufacturing, consumer and home-making, health, hospitality and recreation, and personal services. Seventh and eighth grade science provide good coverage of natural resources, environment, and some coverage of health clusters. Social Studies includes emphasis on public service, and transportation was well as significant instruction in environment, distribution and communications. English purposely covers communications and media. Marine science is currently not covered in grades seven and eight, although a mini-course in occupations at one junior high school (grade 9) does cover this cluster.	Observation, teacher made test, discussions and research reports.	Recognize the interdependency of our society.

2. Program Objectives, Activities, Evaluation, Results

A. [ ] MOTIVATION B. [X] ORIENTATION C. [ ] EXPLORATION

[X] 1. Teacher [X] 2. Administrator [X] 3. Counselor [ ] 4. Parents & Community [ ] 5. Students

OBJECTIVE: #4 Teachers, counselors, and principals will indicate improved knowledge of Career Orientation goals and desired learner outcomes.

DESCRIPTION OF MAJOR ACTIVITIES	EVALUATION OF ACTIVITIES	OUTCOMES OF OBJECTIVES
School staff, teachers, counselors and administrator(s) completed survey.	Evaluator's report and Appendix H	Evaluator's report and Appendix H
Local and district-wide in-services given to inform school staff about Career Orientation goals.	In-service evaluation form	Evaluator's report and Appendix H

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Program Objectives, Activities, Evaluation, Results

A. ☐ MOTIVATION B. ☐ ORIENTATION C. ☒ EXPLORATION

☐ 1. Teacher ☐ 2. Administrator ☐ 3. Counselor ☐ 4. Parents & Community ☒ 5. Students

OBJECTIVE: #1 Pupils will select and participate in three Career Exploration experiences.

DESCRIPTION OF MAJOR ACTIVITIES	EVALUATION OF ACTIVITIES	OUTCOMES OF OBJECTIVES
-Classroom presentation explaining Career Exploration. Brief discussion of the students' experiences in Career Education in the Orientation component, a short background of Cincinnati industry and a description of kinds of activities, speakers, and field experiences they would experience.	Students participated in a volunteer follow up activity.	Exploration experiences were scheduled based on student interest.
-Small groups of interested students learned to operate and secure information from computer terminal using OCIS questionnaire.	Students continued to use the terminal to get needed information.	Many students who were very interested became computer trainers.
-Involvement in a simulated experience with work samples (C.O.A.T.S.)	Observation by Work Training Coordinator	Students became more knowledgeable about their potential.

Program Objectives, Activities, Evaluation, Results

A. ☐ MOTIVATION B. ☐ ORIENTATION C. ☒ EXPLORATION

☐ 1. Teacher ☐ 2. Administrator ☐ 3. Counselor ☐ 4. Parents & Community ☒ 5. Students

OBJECTIVE: #2 Pupils will demonstrate, through positive performance in the three exploration areas, their attitude toward the career development activities.

DESCRIPTION OF MAJOR ACTIVITIES	EVALUATION OF ACTIVITIES	OUTCOMES OF OBJECTIVES
-After an assessment and conferences students completed work samples from the C.O.A.T.S. program.	High interest observed.	Completed work samples.
-Students completed evaluations of explorations.	See Appendix G.	See evaluator's report.

Program Objectives, Activities, Evaluation, Results

A. ☐ MOTIVATION B. ☐ ORIENTATION C. ☒ EXPLORATION

☐ 1. Teacher ☐ 2. Administrator ☐ 3. Counselor ☐ 4. Parents & Community ☒ 5. Students

OBJECTIVE: #3 Pupils will demonstrate growth in, and increased knowledge of the process of career choice related to decision-making.

DESCRIPTION OF MAJOR ACTIVITIES	EVALUATION OF ACTIVITIES	OUTCOMES OF OBJECTIVES
-Students using OCIS to aid in career decision-making	Choice of exploration sites. Continued use of computer terminal.	Students developed greater interest in computer science.
Classroom work included research papers on careers of the students' choice, completing applications, use of textbooks on careers, information given in how to apply for a job and exercises on the 15 USOE clusters.	Exploration trips taken based on research completed by students, role playing activities initiated by business and industry personnel at site and/or school locations.	Career decision-making.
-Slide presentation developed to provide knowledge to pupils on the relatedness of their academic program to Career Education	Discussion	More informed when making decisions about academic program.
-Use of audio visual materials as a varcious experience for students	Class discussion and written reports.	Knowledge that decision-making is a process.

4. Program Objectives, Activities, Evaluation, Results

A. [ ] MOTIVATION B. [ ] ORIENTATION C. [X] EXPLORATION

[X] 1. Teacher [X] 2. Administrator [X] 3. Counselor [X] 4. Parents & Community [ ] 5. Students

OBJECTIVE: #4 Teachers, counselors, and principals will indicate improved knowledge of Career Exploration program goals, and desired learner outcomes.

DESCRIPTION OF MAJOR ACTIVITIES	EVALUATION OF ACTIVITIES	OUTCOMES OF OBJECTIVES
Poster developed on the Seven Developmental Areas and placed in career education district schools for teacher and counselor review.	Staff survey at the end of school year.	Knowledge concerning the Seven Developmental Areas increased.
Periodic conferences with teachers to discuss Career Education direction in the local school.	Teachers become more involved e.g. scheduling more resource speakers, increased Career Education class activities.	Resource speakers, explorations, classroom activities and the utilization of career personnel for student bene
Met with community agencies to arrange exploration experiences.	As a result of arrangments made with community agencies students went on the arranged explorations.	Community became more aware of the fits of the career exploration objectives, its benefits to students and business.
Contact made with parents resulted in a list of parents who were willing to accompany students on exploration visits.	Promote positive feeling about the value of the Career Education Program in the community.	More students were able to explore because of the increased number of adult support.
Local and district-wide newsletters developed to provide information for staff.		

(Continued). #4

DESCRIPTION OF MAJOR ACTIVITIES	EVALUATION OF ACTIVITIES	OUTCOMES OF OBJECTIVES
-Letters sent to prospective speakers to acquaint the individual with the Career Education Program.	Speakers came on various occasions as resource persons.	Resource speakers responded positively to speaking to students in the class room.
-In the course of participating in the PRIDE evaluation of the Aiken Guidance Department, much information has been given to the guidance staff about the Career Exploration Program.	A positive working relationship was established because of this activity.	Articulation of program goals (Career Education and Guidance) has been greatly enhanced.
-Career personnel trained teachers to operate and secure specific information from the OCIS Program.	Through observation it was obvious that teachers were excited about the ease of operation and the information programmed into the terminal.	View computer as another useful resource.

Evaluation Procedures and Results - Part 1

Described in this part of the report are statistics concerning project activities and an explanation of the procedures that were used in collecting the data. These statistics are not reported separately for schools in the three different districts. Rather, the data are reported by the three project components: (1) Career Motivation - Grades K-6, (2) Career Orientation - Grades 7-8, and (3) Career Exploration - Grades 9-10.

Statistic #1 - Student Involvement in Field Trips

Procedure. It was desired to know the percentage of project students participating in specific numbers of field trips during the 1978-79 school year. Each project school utilized an instructor assistant (a paraprofessional paid from project funds) or a teacher specialist (a teacher on extra duty) to organize field trips related to career education. The instructor assistant or teacher specialist at each school was asked to complete and submit the form shown in Appendix A which indicates the number of student field trips taken during the year. Through the information collected, it was possible to determine the number of students involved in field trips and the actual number of trips in which they participated. It should be noted that these field trips were made by students in Grades K-8 only. Data on field trips were available from 24 of the 39 elementary schools involved in the project and from 6 of the 8 participating junior high schools.

Results. A summary of the data on student field trips is shown in Table 1. It can be seen from this summary that 71% of the students in the Motivation component and 62% of the students in the Orientation component participated in at least one field trip during the 1979-80 school year. The total of student field trips for career education purposes was computed to be 13,109 for the Motivation component and 2,279 for the Orientation component. (A student field trip is defined as one student taking one trip. The total number was computed by multiplying the number of students in each category by number of trips and summing across categories.)

Table 1. Student Involvement in Career Education Field Trips

Number of Field Trips	Percentage of Students			
	Motivation		Orientation	
	1978-79	1979-80	1978-79	1979-80
Five or more	7%	4%	6%	1%
Three or more	16	17	9	6
Two or more	36	33	19	18
One only	28	38	15	43
None	36	29	66	38
Total Number of Students		10,130		2,478

It can be seen from Table 1 that the percentage of students taking career education field trips during the 1979-80 school year greatly exceeded the percentage from the previous year. These data indicate that the project staff members were very active in planning and implementing field trips for project students. It should be noted, also, that these trips had to be planned in advance and approved by the project administrative staff before the trips could be made. To gain approval, the trips had to bear a direct relationship to career education and have a definite purpose. For many trips, related classroom activities were carried out just prior to or just after the trip.

Statistic #2 - Presentations to Student by Resource Speakers

Procedure. An important project activity is the utilization of community resource persons in developing greater career awareness on the part of students. Personnel from a variety of community businesses and agencies are asked to discuss careers with students by making presentations at the schools. Since the number of presentations made in this manner is considered to be one indicator of project effectiveness, project staff members were asked to keep records on the number of presentations that were made. In addition, they were asked to indicate the general occupational cluster area discussed by each speaker. The form shown in Appendix B was used in maintaining these records.

Results. Table 2 shows the total number of presentations made at project schools during the 1979-80 school year by cluster area. It should be noted when reviewing Table 2 that an individual speaker often made more than one presentation during the year. Since each presentation was counted separately, the total number of presentations is not equivalent to the actual number of resource speakers.

It can be seen from Table 2 that the number of presentations by resource speakers during the 1979-80 school year was considerably smaller than the number from the previous year. Once again, however, there was good coverage of all cluster areas. The areas of public service, communications and media, and business and office were discussed most frequently by the speakers. The cluster area of marine science was discussed only three times, but this can be understood considering the geographical setting of Cincinnati. In general, the results show that staff members were active in organizing presentations by resource speakers in a wide variety of areas. Data to be collected in future project years will be used to determine whether the 1978-79 school year was an extremely active one for resource speakers or if the results for 1979-80 were lower than normal.

Statistic #3 - Student Exploration Experiences

Procedure. Project students in grades 9 and 10 are encouraged to participate in exploration experiences. These exploration experiences consist of visits to various businesses and industries for the purpose of acquiring "hands-on" experience, or at least direct observational experience, with careers at these locations. Records on these exploration experiences are maintained at the schools by the instructor assistants. The form shown in Appendix C was used in collecting information on the number of students participating in these visits. Through use of this form, data were also collected concerning the number of site visits, the number of students involved, and the actual number of student hours.

It was also desired to know the total number of such visits by each student upon completion of the tenth grade. However, this was not possible to determine because of difficulties in maintaining accurate records as students move from one school to another.

Table 2. Presentations to Students by Resource Speakers.

Cluster Area	Number of Presentations by Component							
	Motivation		Orientation		Exploration		Total	
	78-9	79-80	78-9	79-80	78-9	79-90	78-9	79-80
Agri-Bus. & Nat. Res.	6	9	2	2	8	3	16	14
Business and Office	20	26	97	24	96	25	213	75
Comm. and Media	63	36	22	24	19	19	104	79
Consum. and Homemak.	23	15	16	11	4	4	43	30
Construction	24	6	7	3	6	4	37	13
Environment	14	11	4	4	3	7	21	22
Fine Arts. & Hum.	110	28	26	8	31	3	167	39
Health	33	43	25	13	14	9	72	65
Hospitality & Rec.	17	16	2	4	12	2	31	22
Manufacturing	22	2	88	3	86	35	196	40
Marine Science	2	3	3	0	2	0	7	3
Marketing & Distrib.	14	9	90	4	88	15	192	28
Personal Service	10	15	8	5	14	15	32	35
Public Service	29	84	40	12	32	16	101	112
Transportation	25	14	2	4	4	4	31	22
TOTALS	412	317	432	121	419	161	1263	599

Table 3. Percentage of Students Completing Exploration Experiences.

Number of Experiences	Percentage of Students			
	Grade 9		Grade 10	
	1978-79	1979-80	1978-79	1979-80
Three or more	43%	5%	32%	13%
Two	39	9	5	23
One	18	64	21	35
None	0	21	42	29
Number of Students	2,266		1,143	

Results. Table 3 shows the percentage of project students in grades 9 and 10 actually participating in exploration experiences during the 1979-80 school year. Table 4 presents additional information about these visits by showing the number of visits related to each occupational cluster area and the total number of student hours consumed in these visits.

It can be seen from Table 3 that a high percentage of project students participated in at least one exploration visit during the year. However, the percentage of students with two or more visits was down from the previous year. A total of 3,715 student site visits was made during the year. (A student site visit is defined as one student making one site visit.) This shows that project staff members were successful in planning site visits for students and making it possible for students to complete these visits.

Table 4. Exploration Experiences by Cluster Area.

Cluster Area	Number of Site Visits		Number of Students Involved		Number of Student Hours	
	78-79	79-80	78-79	79-80	78-79	79-80
Agri-Bus. & Nat. Res.	3	3	40	47	139	70
Business and Office	16	16	669	561	1079	1574
Comm. and Media	6	6	19	145	63	304
Consum. and Homemak.	10	4	59	80	314	230
Construction	7	3	50	110	209	200
Environment	2	4	3	43	7	101
Fine Arts. & Hum.	8	15	145	265	351	1113
Health	11	5	135	80	556	164
Hospitality & Rec.	5	6	69	150	192	271
Manufacturing	10	17	141	371	421	892
Marine Science	0	1	0	9	0	27
Marketing & Distrib.	10	14	90	369	892	720
Personal Service	4	4	17	96	106	125
Public Service	9	12	139	183	504	333
Transportation	0	2	0	38	0	113
TOTALS	101	112	1576	2547	4833	6237

It can be seen from Table 4 on the preceding page that a larger number of site visits was made during 1979-80 as compared to the previous year and that there was at least one visit in each cluster area. The number of students involved and the number of student hours consumed in 1979-80 also greatly exceeded the figures from the previous year. The actual number of students involved in visits during the year is smaller than the number indicated in Table 3 because of incomplete data from one school. With the missing data added to Table 4, the figures would be even more impressive.

Statistic #4 - In-service Training Sessions for Project Teachers

Procedure. In an effort to improve the ability of teachers to present career education concepts effectively to students, the project administrative staff planned and conducted a number of in-service training sessions for teachers. Following each workshop session, participants were asked to rate its effectiveness by completing the rating form shown in Appendix D. Mean ratings were determined for each session on six workshop characteristics.

Results: Chart 1 presents a summary of the staff ratings along with the location, date, and number of respondents for each in-service session. It can be seen from Chart 1 that the staff ratings are overwhelmingly positive for all sessions. These ratings indicate that participants felt the workshops were helpful in giving them new skills and insights related to their work and that the sessions were interesting and very successful in achieving objectives set for the workshops.

A total of 16 separate workshops were held and a total of 433 teachers responded to the rating form.

Chart 1. Staff Ratings of Career Education Workshops, 1979-80.

Workshop Location	Date	Number Responding	Mean Ratings *					
			Overall Reaction	Content	Methods	Organization	Relevance	Success
Xavier Univ.	12-13-79	15	6.3	6.1	6.4	6.5	6.5	6.6
Parham	1-17-80	16	5.9	5.8	6.0	6.8	6.2	6.3
Ed. Center	1-24-80	3	7.0	7.0	7.0	7.0	6.7	7.0
Lyon	2-4-80	15	5.3	4.4	4.5	5.9	5.1	5.2
Bramble	2-6-80	13	6.9	6.3	6.5	6.9	6.5	6.9
Bramble	2-14-80	15	6.1	5.8	6.1	6.6	6.2	6.5
Schwab	2-26-80	16	6.1	5.4	5.5	6.7	4.9	6.1
Linwood	3-3-80	12	6.4	6.3	6.5	6.6	6.5	6.5
Chase	3-6-80	35	6.2	5.8	6.2	6.4	6.0	6.1
IBM-580 Building	3-12-80	16	6.5	6.4	6.5	6.7	5.0	6.1
Queen City Voc. (Room 140)	3-13-80	45	5.9	5.7	5.9	6.0	5.8	6.0
Queen City Voc. (Room 136)	3-13-80	41	6.1	6.0	6.1	6.6	6.0	6.2
Mt. Washington	3-18-80	4	5.5	5.3	5.3	6.0	4.8	5.3
Peoples-Rm. 151	3-20-80	46	5.9	5.7	5.8	6.2	6.0	6.0
Peoples-Rm. 153	3-20-80	48	6.0	5.6	6.0	6.3	5.5	6.1
Taft	3-27-80	12	6.5	6.0	6.2	6.8	6.5	6.7
Chase	4-3-80	73	6.7	6.2	6.6	6.5	6.5	6.4
Hyde Park	4-17-80	8	6.1	5.8	6.0	6.0	5.8	5.9

* Ratings were made on a seven-point scale which ranged from 1=Very Negative to 7=Very Positive.

Evaluation Procedures and Results - Part 2

Presented in this part of the report are program outcomes pertaining to specific objectives stated in the project proposal. These evaluation results are reported separately from each component. The stated objectives and the evaluation procedures utilized in determining project accomplishments toward the objectives are also presented.

Career Motivation Component, Grades K-6

Objective 1 - While observing simulated and real careers, pupils will be able to select from a list of school subjects those they observed being utilized in the careers and provide examples of how they were utilized.

Evaluation Procedure. Due to technical problems in evaluating an objective of this nature, accomplishment of this objective was not fully determined. It was decided by the evaluator that the objective would likely be reached if students could be brought to an adequate level of understanding of various careers. Once this point was reached, the utilization of school subjects in certain careers should be discerned readily.

Thus, a decision was made to assess career awareness on the part of students by analyzing the results of a local administration of the Ohio Career Education Inventory (OCEI). The OCEI measures student knowledge and attitude toward career education and was developed by staff members at the Ohio Department of Education. As part of the state-wide field test of the OCEI, students in three classrooms at grade levels 3, 6, 8, and 10 took the test in late March of 1980. A different form of the OCEI is used at each grade level, but each form consists of 28 cognitive items and 28 affective items.

Results. Table 5 presents the percentage of correct responses at grades three and six on the Career Development Test. For comparison purposes, the state-wide overage percentage of correct responses is also reported.

Table 5. Summary of Results on the Ohio Career Education Inventory at Three and Six.

Grade Level	Types of Items	Percentage of Correct Responses	
		Cincinnati Average	State Average
3	Cognitive	58%	55%
(n=76)	Affective	56	68
6	Cognitive	63	66
(n=79)	Affective	61	69

The data in Table 6 indicate that the Cincinnati project students who took the OCEI scored at a level which was very close to the State average on cognitive items. On affective items, however, the Cincinnati students scored considerably lower at both grade levels. These results support the belief that students in the project are being taught important concepts pertaining to career education and that these students are acquiring knowledge on this topic. It must be noted, however, that the sample of Cincinnati students was very small and the results cannot be considered as truly representative of all project students in Cincinnati. Data on a much larger number of students are needed before firm conclusions can be drawn.

Objective 2 - Students will identify the importance and interdependence of many kinds of work, ways in which this work contributes to the community, and why people work.

Evaluation Procedure. A locally developed test entitled "Why Do People Work" was used to assess accomplishment of this objective. The test, which was administered to project students in grades three and six required students to identify as many reasons as they could to explain why people work. Their responses were categorized into material, personal, or societal reasons through use of a prepared set of instructions. Responses in each category were tallied and percentages were computed.

Results. Table 6 shows the percentage of students at each grade level who gave an adequate response for the separate categories. Results from past years are also presented. The data indicate that student awareness of reasons for working is at a higher level now than that displayed during the previous two school years. Although the percentage of students with responses under the category of material needs for work was slightly smaller in 1979-80 compared with the previous year, responses under the categories of personal and societal reasons for work were considerably higher. Since the students who were tested included students in the Withrow attendance area who had been exposed to formal project activities for a period of less than one school year, the student responses for 1979-80 are very encouraging and they demonstrate the project success in teaching students various reasons for work in our society.

These results indicate that the objective was accomplished.

Objective 3 - School attendance and work habits will improve.

Evaluation Procedure. School attendance data for project schools were compiled for the first two quarters of the 1979-80 school year. These data were compared with attendance data from the previous year and with the rate of attendance at all schools in the Cincinnati school system. Work habits of students were assessed by conducting a survey of all project teachers.

Results. The rate of students attendance improved somewhat at project elementary schools during 1979-80. First-quarter attendance figures for 1979-80 showed that attendance at project elementary schools was 91%. This figure matched the results for the previous year and also matched the results for all Cincinnati elementary schools. Results for the second quarter of 1979-80 showed that attendance at project elementary schools was 92%. This figure was greater than the rate of 89% achieved at project schools the previous year and was also greater than the rate for all Cincinnati elementary schools in 1979-80. These data give some indication that the project's presence may have had a

positive effect on attendance. A large number of other factors which were not included in this study might have accounted for this increase, but, nonetheless, the trend for attendance rates at project elementary schools is in the desired direction. Actual attendance rates for each project school are shown in Appendix E.

Work habits of elementary students were assessed by analyzing the results of a survey of staff members at project schools. Two items on this survey, which was conducted in May of 1980, related directly to student work habits. Teacher responses on these two items are summarized in Table 7. It can be seen from the data that a greater percentage of teachers indicated acceptable work habits in 1980 than teachers did in 1979. Although the results are higher, approximately one-third of the teachers responding did not rate work habits of their students as acceptable.

In general, the data pertaining to this objective indicate that progress is being made toward improving student attendance and student work habits at project elementary schools.

Table 6. Percentage of Students by Grade Indicating Awareness of the Needs Satisfied by Work.

Grade Level	Need Category	Percentage with Acceptable Responses		
		1977-78	1978-79	1979-80
3	Material	83% (n=954)	95% (n=1122)	91% (n=1280)
	Personal	30	36	53
	Societal	17	17	30
6	Material	90% (n=977)	99% (n=961)	94% (n=1189)
	Personal	49	59	68
	Societal	24	19	31

Table 7. Teacher Ratings of Elementary Student Work Habits.

Item	Percentage of Responses					
	Yes		No		Not Sure	
	78-79	79-80	78-79	79-80	78-79	79-80
Do you feel that the majority of your students (80%-85%) display acceptable work habits in the classroom?	62% (n=132)	64% (n=329)	32%	31%	5%	3%
Do you feel that the majority of your students (80%-85%) usually complete the school work assignments (both in-school and homework) that you give them?	61	64	30	22	7	6

Objective 4 - Teachers and principals will indicate improved knowledge of Career Motivation goals and desired learner outcomes, especially those emphasized in in-service training.

Evaluation Procedure. Accomplishment of this objective was determined by analyzing results of the survey discussed under Objective 3. Responses by teachers to four items relating directly to knowledge of project goals and learner outcomes are shown in Table 8. Comparative data from the 1978-79 school year are also presented. A copy of the survey form is shown in Appendix F.

Results. The data in Table 8 indicate that teachers in elementary project schools in 1980 have a good understanding of the goals and desired learner outcomes for the local career education program. Teacher responses on these two items are considerably more positive than the results for the previous school year. A greater percentage of teachers this year, however, indicated a need for more knowledge of career education concepts. This finding demonstrated a continuing need for in-service training of teachers in basic career education concepts.

Table 8. Elementary Teacher Responses on Knowledge of Project Goals and Learner Outcomes.

Item	Percent of Responses					
	1978-79 (n=132)			1979-80 (n=329)		
	Yes	No	Not Sure	Yes	No	Not Sure
Do you understand the goals Of Cincinnati's Career Education program?	69%	6%	23%	81%	3%	15%
Do you understand the 7 development areas related to career education?	51	20	23	46	22	30
Are you aware of the specific learner outcomes to be achieved during the current career education project career?	39	32	28	57	17	23
Do you feel that you need to know more about career education concepts before you can teach these concepts effectively to students?	33	45	20	42	40	13

* Percent of responses does not total 100% because of non-responses.

Teacher responses on the item which assessed their level of understanding of the seven developmental areas for career education were less positive in 1980 than the results for 1979. This finding supports the need for additional staff training in career education topics and it points out a need for direct communication with teachers on some key aspects of career education. It must be noted, though, that many teachers who responded to the survey were involved with the project for the first time in 1980. This fact could partially explain this negative finding.

Career Orientation Component, Grades 7-8

Objective 1 - Pupils will become oriented to occupational opportunities in each of the fifteen (15) U.S.O.E. occupational clusters as they relate to the subject instructional areas.

Evaluation Procedure. The exposure of project students to the 15 occupational clusters was assessed by determining the number of resource speakers utilized in each cluster area.

Results. Table 2 in this report presents the number of resource speakers for each cluster area. A review of the data indicates that resource speakers were utiled in each cluster area for orientation students with the exception of the cluster area pertaining to marine science.

Although data have not been collected concerning the coverage of cluster areas by classroom activities and field trips, it seems safe to assume that project students are exposed to most of the cluster areas through these ongoing activities. Thus, the data available do indicate that the intent of this objective was achieved.

Objective 2 - Pupils will be able to demonstrate growth in the following developmental areas: a) Self; b) Individual and Environment; c) World of Work; d) Education and Training; e) Employability and Work Adjustment; f) Economics; g) Decision Making.

Evaluation Procedure. Accomplishment of this objective was assessed by administering the Ohio Career Education Inventory to a small sample of eighth grade students in three project schools. This test was administered in late March of 1980 to a total of 66 students at grade eight as part of the state-wide field test of the inventory.

Results. A summary of the test results is shown on Table 9. The data indicate that project students at this grade level scored well below the State average on both the cognitive and affective portions of the test. It should be noted, however, that the sample of students tested was small and cannot be considered truly representative of all project students.

Presented in Table 10 is a summary of the OCEI results at grade eight by developmental area. Results from the state-wide field test are also presented for comparison purposes. In reviewing the data in Table 10, it must be understood that the OCEI contained four cognitive items and four affective items under each of the seven developmental areas.

It can be seen from Table 10 that the average for Cincinnati students is below

the state average for all seven developmental areas with the exception of cognitive items under the area of decision making.

Table 9. Summary of Results on the Ohio Career Education Inventory at Grade Eight.

Types of Items	Percent of Correct Responses	
	Cincinnati Average	State Average
Cognitive	45% (n=66)	62%
Affective	48	72
Total	46	67

Since the OCEI was first administered to Cincinnati students in 1980, no other comparable data are available at this time to demonstrate student growth in the developmental areas. An effort will be made to administer this test to a much larger sample of project students in future years.

Table 10. Grade Eight Results on the Ohio Career Education Inventory by Developmental Areas.

Developmental Area	Type of Item	Mean Number of Correct Responses	
		Cincinnati Average (n=66)	State Average
Self	Cognitive	1.7	2.5
	Affective	2.6	2.9
World of Work	Cognitive	1.7	.5
	Affective	2.1	2.7
Decision Making	Cognitive	2.1	2.0
	Affective	1.3	3.1
Individual and Environment	Cognitive	1.9	2.5
	Affective	1.7	3.0
Economics	Cognitive	1.7	2.6
	Affective	1.8	2.8
Educational and Training	Cognitive	1.8	2.5
	Affective	2.0	2.8
Employability and Work Adjustment	Cognitive	1.5	2.7
	Affective	2.0	2.9

Objective 3 - Pupils will be able to identify specific careers which support normal everyday life activities, and the importance of these careers to each other and to society.

Evaluation Procedure. Accomplishment of this objective was assessed by reviewing results of a survey of project teachers in the career orientation component. This survey was conducted in May, 1980 using the survey form shown in Appendix F. Additional data regarding this objective can be obtained through an item analysis of responses to the Ohio Career Education Inventory since many of the test items require a knowledge of specific careers for correct responses.

Results. Table 11 presents a summary of teacher responses to survey items relating directly to this objective. A total of 141 teachers in project schools at the junior high school level responded to the survey.

Table 11. Summary of Responses by Junior High School Teachers Concerning Student Knowledge of Careers.

Item	Percent of Responses*					
	Yes**		No		Not Sure	
	78-9	79-80	78-9	79-80	78-9	79-80
If they were asked to do so on a test, could most of your students identify ways in which work contributes to the community?	56%	56%	8%	13%	34%	30%
Do you feel that your students are making satisfactory progress in learning career education concepts?	45	42	15	18	38	38
Do most of your students see the relationship between the knowledge and skills they are acquiring in school and the knowledge and skills that they will use later in life in work situations?	30	38	37	32	31	28

*Percent of responses does not total 100% because of non-responses.
**N=93 for 1978-79 and n=141 for 1979-80.

The data in Table 11 indicate that a majority of teachers do feel that their students understand the importance of work to everyday life in a community. Responses on the two remaining items are not as positive in nature and indicate that teachers are not fully satisfied with the progress that students are making in learning career education concepts. As can be seen from Table 11, the results for 1980 are very similar to the results from the previous year.

Objective 4 - Teachers, counselors, and principals will indicate improved knowledge of Career Orientation goals and desired learner outcomes.

Evaluation Procedure. Accomplishment of this objective was assessed by examining results of the survey discussed under Objective 3. This survey form was completed by staff members in project junior high schools. The survey instrument that was used this year is identical to this form used in 1979 the results will be compared across years.

Results. Table 12 presents responses of teachers to this survey. In general, the data in Table 12 do show an improvement from 1979 in the percentage of teachers indicating an understanding of goals, desired learner outcomes, and the developmental areas pertaining to career education. However, fewer than 50% of the teachers indicate an awareness of desired learner outcomes for the program or an understanding of the seven developmental areas. These results coupled with the fact that responses by 60% of the teachers showed a need for fore knowledge of career education concepts point out a need for additional staff in-service training.

The intent, however, of Objective 4 was met since the data do show an improvement in teacher responses from 1979-80.

Table 12. Summary of Responses by Project Junior High School Teachers Concerning Their Knowledge of Career Education Goals and Desired Learner Outcomes.

Item	Response By Teachers*					
	Yes**		No		Not Sure	
	78-9	79-80	78-9	79-80	78-9	79-80
Do you understand the goals of Cincinnati's Career Education Program?	57%	67%	18%	8%	22%	25%
Are you aware of the specific learner outcomes to be achieved during the current career education project year?	33	36	40	30	27	32
Do you understand the seven developmental areas related to career education?	42	47	28	24	23	28
Do you feel that you need to know more about career education concepts before you can teach these concepts effectively to students?	61	60	27	29	10	6

*Percent of responses does not total 100% because of non-responses.
**N=93 for 1978-79 and n=141 for 1979-80.

Career Exploration Component, Grades 9-10

Objective 1 - Pupils will select and participate in three Career Exploration experiences.

Table 13. Student Attitudes Toward Career Exploration Experiences.

Item	Percentage of Responses*					
	Yes**		No		Not Sure	
	78-9	79-80	78-9	79-80	78-9	79-80
Did you have three or more exploration visitis during this school year?	36%	31%	56%	62%	8%	7%
Do you feel that these explorations have helped you in understanding the type of work that is done in the places you visited?	70	74	16	17	12	6
Do you have a better understanding of the requirements a person must meet to get a job in the places you visited?	68	74	15	14	15	10
Did the visits help you decide whether or not you would like to get a job at the places you visited?	51	54	26	23	21	18
Do you wish you could have made more exploration visits?	78	80	10	8	10	9
Have these exploration visits helped you to decide on the type of career you want to have when you get out of school?	49	44	32	32	17	21
Have you talked with a teacher or counselor about your career choice?	44	47	50	49	4	2
Have teachers and counselors helped you find information about certain careers?	52	55	38	37	8	6

* Percent of responses does not total 100% because of non-responses.

** N for 1978-79 equals 517 and n for 1979 equals 533.

Evaluation Procedure. Exploration experiences consist of visits by students to businesses or industries to observe the work that is done and/or to acquire "hands-on" exposure to this work. Records of exploration experiences by students were maintained by project staff at each school. An analysis of these records was conducted to indicate the number of students reaching this objective.

Results. Table 3, which was presented previously in this report, shows a summary analysis of the number of student exploration experiences. The data in Table 3 indicate that 5% of students at grade nine and 13% at grade ten completed the required number of three experiences. Seventy-nine percent of the ninth-grade students and 71% of the students at grade ten completed at least one exploration experience. Although the objective was not fully met as stated, the data do indicate that a high percentage of students have had the opportunity to gain first-hand observations of work at various job sites.

Objective 2 - Pupils will demonstrate, through positive performance in the three exploration areas, their attitude towards the career development activities.

Evaluation Procedure. A survey of project students in grades nine and ten was made to determine attitudes toward the exploration experiences. This survey was administered to students in May of 1980 to project students who had completed at least one exploration experience. A copy of this survey form is shown in Appendix G.

Results. Table 13 presents the results of the student survey. The data in Table 13 indicate that students viewed the exploration experience as being very helpful in gaining an understanding of work and job requirements. Eighty percent of the students wished that they could have made more exploration visits. In general, the results for 1980 are more positive in favor of the exploration experiences than they were during the previous school year. Thus, the intent of this objective was met even though the number of students completing three exploration experiences was smaller than desired.

Objective 3 - Pupils demonstrate growth in, and increased knowledge of, the process of career choice related to decision-making.

Evaluation Procedure. The Ohio Career Education Inventory was administered to a small sample of project students at grade ten in March, 1980. Results obtained during the state-wide field test of this instrument. Although not all of the items on these tests dealt specifically with career decision making, it was determined that total test responses would be a good indication of accomplishments made toward this objective. Since 1980 was the first year for administering the OCEI in Cincinnati schools, no other comparable data are available.

Results. A summary of results on the OCEI is presented in Table 14. Data from the state-wide field test are also presented for comparison purposes. As was true for other levels of the OCEI, the test contained 28 affective items.

It can be seen from Table 14 that tenth grade project students in Cincinnati were close to the State average percent correct on cognitive items. Local

students scored considerably lower, however, on affective test items. Because of the small sample of Cincinnati students who were tested, it is not possible to draw firm conclusions from the data. There is an indication, however, that Cincinnati students have made satisfactory progress in acquiring knowledge of career education concepts.

Table 14. Summary of Results on the Ohio Career Education Inventory at Grade Ten.

Types of Items	Percent of Responses	
	Cincinnati Average (n=73)	State Average
Cognitive	63%	66%
Affective	60	72

Objective 4 - Teachers, counselors, and principals will indicate improved knowledge of Career Exploration program goals, and desired learner outcomes.

Evaluation Procedure. Project staff members in the Career Exploration component also responded to the staff survey form shown in Appendix F. The survey was conducted in May, 1980. A total of 84 teachers at project high schools responded to this survey.

Results. Table 15 shows results of teacher responses to this survey. Data from the previous school year are also presented for comparison purposes. The results do show a considerable improvement from the previous school year in the percentage of teachers reporting a knowledge of career education goals and an awareness of desired learner outcomes for the program. In addition, a higher percentage of teachers indicate an understanding of the seven developmental areas for career education. Thus, the intent of the objective has been met.

A sizable percentage (38%) of the teachers, however, still do not show an awareness of specific learner outcomes for the project and 40% of the teachers have stated a need for more knowledge of career education concepts. These findings point out the continuing need for direct communications between project administrative staff and teachers and for additional in-service training sessions.

Table 15. Responses by Career Exploration Teachers Concerning Knowledge of Project Goals and Learner Outcomes.

Item	Percentage of Responses *					
	Yes**		No		Not Sure	
	78-9	79-80	78-9	79-80	78-9	79-80
Do you understand the goals of Cincinnati's Career Education Program?	57%	74%	18%	6%	25%	19%
Are you aware of the specific learner outcomes to be achieved during the current career education project year?	33	42	39	38	27	19
Do you understand the seven developmental areas related to career education?	44	56	32	20	23	23
Do you feel that you need to know more about career education concepts before you can teach these concepts effectively to students?	54	40	36	44	9	13

* Percent of responses does not total 100% because of non-responses.
** N for 1978-79 was 106 and n for 1979-80 was 84.

3. Program Coordination

The Cincinnati Public Schools have a line and staff organization. The project director is a "supervisor" on the table of organization. In this respect, she is primarily a staff person, having responsibilities similar to a supervisor of English or a supervisor of Trades and Industries. This gives the project director the opportunity to influence the instructional program through collaboration with fellow supervisors and through cooperation in help to individual teachers.

The project director must have authority to assure that project procedures are followed, that the prescribed curriculum is taught, etc. In this respect the career education supervisor works through the "line" organization which begins in the Central Office with an area director and flows to the school principal to the teachers.

Program planning in depth is done by the current project staff using suggestions and corrections from several sources. The primary source is the Career Education Articulation Committee. This committee meets monthly. It includes the Director and two Assistant Directors of Guidance Services, the Project Coordinating Teachers, the Project Evaluator, the Self-Assessment Center Coordinator, a university professor, the Associate in charge of the Ohio Career Information System from the Office of Planning and Development, the Project Director, a CETA-YETP Supervisor, and the Associate Director of Vocational Education. This committee has assumed a major role in "getting things done" as well as coordination of resources to meet common goals. (Examples: organization and funding of OVIS; increasing usage of OCIS; effective coordination of career education and guidance, coordination of career education and work evaluation.

This year the PRIDE review team also made significant contributions to planning, as did various ad hoc groups such as those in charge of two alternative programs: the "Academy of Applied Arts" and the "Language Plus" program.

a. In-Service Education (Appendix H)

In-Service education was a high priority item for the project. A significant part of in-service education was maintaining a continuous flow of information to teachers and counselors; reminders of meetings, labor market reports, films, tapes, pamphlets, newsletters, posters, etc.

The teaching staff in project schools consistently rated the project in-service programs as well conducted and useful in the classroom (Appendix D). Strategies used for providing in-service sessions were:

Workshops led by persons having career education expertise hired on a consultant basis, organized for teachers in a specific component.

Meetings on the seven developmental areas for all staff.

Workshops on methods valuable to Career Education: e.g., affective education, prodection of learning packages, use of computerized guidance information system.

Workshops of a half-day or less for administrators designed to maintain their support.

Brief, but important input in faculty meetings at school or Supervisors' meetings in the Central Office.

Evaluative and motivating sessions for project staff only.

Informational and orientation meetings for new staff in implementation districts.

Sharing if ideas for activities: Experienced staff with new staff.

Cincinnati's existing in-service program for all teachers and counselors, whether in the project or not, disseminated the career development philosophy and practice. For example, the Career Education Newsletter went to all schools. Career Education curriculum is standard for the entire system. All supervisors promote Career Development concepts. Project staff assist non-project schools on a volunteer basis. All new teachers in practicum were oriented to our Career Development program and their role in it. Career development is a standard part of counseling and guidance staff workshops. The Teacher Center in Cincinnati house and catalog a collection of Career Development resource materials.

Non-public schools in the project area were invited to project in-service activities (Appendix I).

B. Curriculum Development

Curricula are produced by the total staff: teachers, counselors, and supervisors. Almost all become standard for the Cincinnati Public Schools. They are not supplementary manuals to be used in conjunction with the "regular" curriculum.

The state of Ohio Department of Education required the Cincinnati Public Schools to develop a "graded course of study" in each of its major subject areas. Coordination of Career Education with the development of K-12 graded courses of study was intensely pursued by the Career Education Articulation Committee. Each course of study draft was read by every member of the committee and extensive recommendations were made. These recommendations produced continuing dialogue with subject area specialists and resulted in the inclusion of major Career Education Outcome statements.

The Cincinnati Public Schools, like many others in the country, have begun a program (at the request of the Board of Education) to implement instruction competency testing in what are variously known as "Functional Competencies", "Living Skills", or "Life Skills". Members of the Career Education Project and the Career Education Planning Committee have been active in guaranteeing that career education concepts will be incorporated into the considerations which may evenually lead to competency testing.

Career Education is one of the items considered before textbook and media selections are made.

C. Career Guidance

Participation in Career Education activities is a part of the assigned duties of counselors. Counselors participate in, and frequently are leaders of, staff in-service.

Involvement of school guidance personnel at the secondary level is variable, and increasing. In grades 7 and 8, counselors administer and interpret the Interest Check List and OVIS. They also assist teachers in understanding these instruments so that teachers can be partners in helping pupils think objectively about themselves, interests, achievements, jobs, job fields.

In grade 10, counselors administer OVIS again, with materials and scoring charged to the Career Development project. Counselors also administer the Explorer Survey and use the services of the Boy Scouts of America in helping pupils explore their tentative job interests. ASVAB is administered upon request as a general aid in motivating career devisions. COATS makes a valuable contribution at Taft High.

D. Sex-Role Stereotyping and Sex Bias

Legislation can provide open enrollment but legislation cannot assure changes in attitudes and behavior. Sex-role stereotyping and sex bias are a concern of the total Cincinnati Public School administration. The CPS Affirmative Action Plan and administrative policy on Title IX are enforced. Workshops for staff have been held. Two members of the Articulation Committee are also on the Title IX Committee.

The Cincinnati Public Schools has a form against which instructional materials may be checked for sex bias and it is followed as a standard practice for all contemplated pruchases.

E. Handicapped and Disadvantaged (Appendix J)

Special populations are all served by the project. Special education classes for the handicapped, college preparatory alternative programs, the School for Creative and Performing Arts, the Academy of Physical Education all are in the project.

Two non-district schools for the handicapped and a non-district college preparatory school are not included in the project, although they received help from the Career Education staff.

4. Program Advisory Committee

Maintaining an active committee remains a problem for a variety of reasons. The project is under-staffed with people who have time available for this purpose. Scheduled meetings are attended mainly by the school and college representatives. Plans for improvement have not worked in the sense of getting non-school people involved. A sort of reverse situation comes nearer to meeting the intent of an advisory committee. Members of the Articulation Committee sit on committees or work in workshops originated by community organizations and are able to get substantial advice, support and communication with the community through this approach.

Participation in the following has paid definite benefits to Career Development in Cincinnati: the year-long training program of the Chamber of Commerce known as "Leadership Cincinnati", "Partners in Education", NAB workshop committee, Youth Planning Council (CETA), numerous local area committees.

Parents, teachers, University Professor, senior citizens, and representatives from business and industry were members of the PRIDE review team. The committee was interested, and carried out its mission well.

5. Program Dissemination

All project materials deemed to be potentially useful elsewhere are sent to the Career Development Service and to other Career Development programs.

The following examples are ways in which information is disseminated to teachers, counselors, parents and the community.

Bulletin Board - "What is Career Education" featuring the 7 developmental areas and pictures taken of students (from various years and grades) in these areas. The board was completed for open house to educate the parents about Career Education.

Presentation to the Council of P.T.A. presidents followed by presentations to the school P.T.A.'s or parent organizations.

Recurring presentations to community groups which have an interest or should have an interest in Career Development. Where appropriate, members are enlisted as resources for materials, speakers, demonstrations, field trips, explorations, or curriculum input: Community Councils, The Chamber of Commerce, The Urban League, some union locals.

"Helping children make career plans. "Tips for parents" was given to parents at a school's Open House. This is an exposition about the positive aspects of career education. It was distributed to anyone interested in Career Education by the Department of Health, Education and Welfare, Office of Career Education.

Community and parental involvement are essential for a successful progam. Parents help by being familiar with our goals and by chaperoning field trips and sharing career information in the classroom.

This year the project printed a quanity of posters listing and defining the seven developmental areas. These were placed in every school to be a visble help to teachers in their lesson planning and in their conceptualization of Career Development.

6. Pertinent Information

The natural exchange and transfer of teachers in Cincinnati and the natural sharing of viewpoints among supervisors is rapidly spreading the effects of in-service education across the entire city. In fact, there does not exist a completely "naive" control group for use in comparing project wit with non-project classes because most pupils are likely to have had one or more classes with a teacher who has interest and background in Career Education. This, of course, is a desired outcome.

Career Education need not be harnessed to traditional patterns of schools and educational programs. The Cincinnati Public Schools are aggresively seeking to break down "attendance areas" and to develop "alternative schools" or "alternative programs".

Some of the "neighborhood schools" of 1979-80 will be alternative schools in 1980-81. Many of these offer a new emphasis and a very natural relationship to the project. Their significant focus is on careers, and their names attest to this:

School for Creative and Performing Arts
Applied Arts Academy
Cincinnati Academy of Physical Education

"Children's House" had a career focus by virtue of its Montessori Program and the "plus" in "Language Plus" is orientations to careers using foreign languages.

These alternative schools will give Career Education the vigor and variety of their new programs. Career Education will help maintain a balance emphasis on all careers and on the other developmental needs of the child.

The school district experienced a 14 day "shut-down" because of insufficient funds. Staff moral was at its lowest ebb and consequently the Career Development program suffered. However, on June 3, 1980 (after many failures) the citizens passed a 7.43 mill tax levy. We are anticipating a very productive 1980-81 school year for the district and Career Development.